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ABSTRACT

This study was conducted to determine if the Leadership and Self-Development Workshop for Women changed the participants' attitudes toward leadership and attitudes toward individual issues that are identified with the concerns of women today. Subjects were 25 women students enrolled as sophomores at Southern Illinois University at Carbondale. The Attitudes Toward Feminist Issues Scale (ATFI Scale) and the Leadership and Self-Development Scale were mailed to participants five day prior to the first day of the workshop with instructions to complete the scales before coming to the workshop. The two scales were again administered at the end of the five-day workshop. The subscale and total score means on the preworkshop and postworkshop administrations of the ATFI Scale and the total score mean on the preworkshop and postworkshop administrations of the Leadership and Self-Development Scale were submitted to a one-tailed dependent t-test. The results indicated that the participants in the Leadership and Self-Development Workshop for Women exhibited more leadership qualities and more liberal feminist attitudes after the workshop than before the workshop. (Author)

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Leadership and Self-Development Workshop for Women: A Research Report

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Leadership and Self-Development Workshop

for Women: A Research Report

Women students are seriously underrepresented in campus leadership roles. Of the 370 coeducational schools surveyed in 1970, 4.8% had women student body presidents and 6.1% had women class presidents. Women students who held leadership positions tended to be in an appointive office rather than an elective office (Oltman, 1970). It is desirable that college women have experience in campus leadership roles. Action needs to be taken to encourage their participation. The Leadership and Self-Development Workshop for Women presented a model for developing leadership skills for women. The activities were aimed at (a) increasing the positive self-concept of the participants, (b) creating an awareness of the participants' role as potential leaders, and (c) increasing information on the relationship between sex-role stereotyping and leadership. This workshop differs from traditional leadership training in its emphasis on self-development for women.

Few leadership studies have treated the issue of the woman leader; however, some studies have investigated the characteristics of leadership and the differences between men and women on these characteristics.

There appears to be a difference in leadership behavior descriptions for men and women (Bartol & Butterfield, Note 1). Females are poorer problem solvers than men for reasons not clearly identified (Carey, 1958;

Hoffman & Maier, 1966; Maier, 1933; Milton, 1959). Female leaders are also less likely to take risks than male leaders (Coombs & Pruitt, 1960; Kass, 1964; Maier & Burke, 1967). In regard to self-esteem Maccoby and Jacklin (1974) concluded that there is no overall difference in self-esteem between males and females but there tends to be a "male-cluster" among college students made up of greater self-confidence when understanding new tasks and a greater sense of potency when one is in a position to influence the outcome of events. The results from these studies provide a basis for a model to develop leadership skills for women college students.

The purpose of this study was to determine if the Leadership and Self-Development Workshop for Women changed the participants attitudes toward leadership and attitudes toward individual issues that are identified with the concerns of many women students today.

Method

The participants in the workshop were twenty-five women students enrolled as sophomores at Southern Illinois University at Carbondale and identified as students exhibiting leadership potential. During the workshop the participants were housed together on-campus prior to the beginning of Fall semester, 1975.

The workshop consisted of a variety of activities which focused on building self-confidence, assertiveness, awareness of sex roles, and decision making. The workshop's format consisted of (a) individual and group exercises and discussions on values clarification, risk taking, self-assessment, and conflict resolution, (b) simulation tasks which consisted of problem situations experienced by women on campus and their

approach to dealing with the problems, and (c) participation in a team problem-solving obstacle course at SIU's Outdoor Laboratory. The obstacle course is designed to increase team problem-solving abilities through a series of physical experiences.

Two attitude scales were used in this study. The Attitudes Toward Feminist Issues Scale (AFTI Scale) is a 120 item test that measures attitudes toward nine issues identified with the women's liberation movement (Brodsky, Elmore, & Naffziger, in press). These issues form the nine subscales of the ATFI Scale: Human reproduction, child care, politics and legislation, employment, overcoming self-denigration, marriage and family, consciousness-raising in media, religion, and education. Respondents indicate their agreement with each item on the ATFI Scale using a five-category rating scale from strongly agree to strongly disagree. Strong agreement reflects a liberal feminist attitude and strong disagreement reflects a conservative feminist attitude.

The Leadership and Self-Development Scale which was developed for this study contains 25 items measuring assertiveness, risk taking, self-concept, setting goals, decision making, obtaining a followership, conflict resolution, group roles, and evaluation. The respondents are directed to respond to statements 1 through 16 using a five-category rating scale from always to never and to statements 17 through 25 using a five-category rating scale from strongly agree to strongly disagree.

The ATFI and Leadership and Self-Development Scales were mailed to participants five days prior to the first day of the workshop with instructions to complete the scales before coming to the workshop. The two scales were again administered at the end of the five-day workshop.

Nineteen women completed the preworkshop and postworkshop administrations of the ATFI Scale and 22 women completed the preworkshop and postworkshop administrations of the Leadership and Self-Development Scale.

Results

The subscale and total score means on the preworkshop and postworkshop administrations of the ATFI Scale and the total score mean on the preworkshop and postworkshop administrations of the Leadership and Self-Development Scale were submitted to a one-tailed dependent t-test. The level of significance chosen was .05. Mean subscale scores and total score on the ATFI and mean total score on the Leadership and Self-Development Scale by preworkshop, postworkshop administration of the scales are shown in Table 1.

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Insert Table 1 about here

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For the ATFI Scale, the difference between preworkshop and postworkshop means was significant for the total score and for all subscale scores except human reproduction. In all cases, the participants responded with a more liberal feminist position during the postworkshop administration than during the preworkshop administration of the ATFI Scale. For the total score on the Leadership and Self-Development Scale the difference between preworkshop and postworkshop means was significant indicating that the workshop experiences increased the participants' self-reported leadership qualities.

Discussion

The results of the present study indicate that the participants in the Leadership and Self-Development Workshop for Women exhibited more

leadership qualities and more liberal feminist attitudes after the workshop than before the workshop. These results support the view that through action programs such as positive, structured leadership experiences, the leadership potential and feminist attitudes of women students can be increased.

Further research needs to be done to determine the characteristics and styles of leadership exhibited by women in order to develop action-oriented programs to meet the needs of all women who aspire to leadership positions in society.

Reference Note

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Table 1

Mean Subscale and Total Scores on the ATFI Scale and Mean Total Score on the Leadership and Self-Development Scale by Preworkshop, Postworkshop Administration of the Scales

Scales	Preworkshop	Postworkshop
ATFI - Human Reproduction	10.21	9.58
ATFI - Child Care	10.89	9.05
ATFI - Politics and Legislation	29.95	24.84
ATFI - Employment	30.26	23.32
ATFI - Overcoming Self-Denigration	16.32	11.47
ATFI - Marriage and Family	40.05	35.47
ATFI - Consciousness-Raising in Media	29.37	22.37
ATFI - Religion	24.26	20.21
ATFI - Education	48.79	39.05
ATFI - Total Score	240.11	195.37
Leadership and Self-Development Scale	90.50	99.36

Note. On the ATFI Scale a low numeric subscale or total score value indicates a liberal feminist position while a high numeric value indicates a conservative feminist position. On the Leadership and Self-Development Scale a high numeric value indicates good leadership qualities while a low numeric value indicates poor leadership qualities.

Appendix

Attitudes Toward Feminist Issues Scale

Directions:

This scale is designed to obtain information about attitudes toward feminist issues. The following statements have some relevance to individual issues that women's rights organizations have supported. Our interest is in the degree and direction of your opinions toward each of these individual statements. We are interested in your attitudes and feelings at this moment. Please do not consider the probability that the laws and practices or your own feelings may change later. Mark your responses on the answer sheet according to the following code:

A - Strongly agree
B - Agree
C - Neutral, neither agree nor disagree
D - Disagree
E - Strongly Disagree

Human Reproduction

1. Limiting one's own reproduction is a basic human right.

2. All public hospitals should offer sterilization to anyone requesting it.

3. All public hospitals should offer abortion to anyone requesting it.

4. Free contraceptives should be available to anyone through public hospitals or clinics.

5. Public funds should be used to develop new methods of contraception which are safer and more convenient.

6. Public funds should be used to develop new methods of sterilization which are safer, easier, and more readily obtainable.

Child Care

7. Society has a responsibility toward all children to insure that they are properly cared for and educated.

8. Government-sponsored child care centers should be available to all.

9. Child care facilities should be freely available to all economic and social groups.

10. Financial support for day care should come from the power structure in labor, industry, and government.

11. The issue of obtaining comprehensive day care for all should become a high priority for politicians and lawmakers.

Politics and Legislation

12. Sex discrimination should be forbidden in employment.

13. Sex discrimination should be forbidden in education.

14. Sex discrimination should be forbidden in housing.

15. Sex discrimination should be forbidden in public accommodations.

16. Sex discrimination should be forbidden in government services.

17. The legal position of women and men should be equalized in regard to child care responsibilities.

18. The legal position of men and women should be equalized in regard to prostitution.

19. The legal position of women and men should be equalized in all areas.

20. The U.S. Government should not sanction any nation where women do not have the vote.

21. Unions should insure equal rights for women on the job.

22. Unions should insure equal rights for women within their own labor organizations.

23. A distinguished woman should be appointed to fill the next vacancy on the Supreme Court.

24. Women should be included on all levels of political party activity on an equal basis with men.

25. Political parties should seek out and run women candidates who represent women's rights and needs.

26. Passage of legislation to further the case of women's rights is necessary.

27. Women's rights groups should work to support women's rights issues and candidates.

Employment

28. The minimum wage act should cover all female employees.

29. Women should be legally assured equal pay for equal work for female professional, executive, or administrative positions.

30. All laws should be repealed which deny women the same freedoms, conditions, and privileges as men have for borrowing money, owning real estate, and operating businesses.

31. All restrictive and protective legislation which discriminates against women should be repealed and men should be included in all valid state protective laws.

32. All civil rights laws should contain provisions to eliminate sex discrimination.

33. The Equal Employment Opportunity Commission should be granted the power to enforce antisex discrimination laws.

34. Help wanted ads should not refer to sex.

35. Newspaper offices should be picketed, publishers confronted, and complaints filed with civil rights commissions until newspapers no longer accept or print classified ads which refer only to one sex or which suggest differential treatment of applicants according to sex.

36. Career counseling should be available to all women.

37. Women in business and businesses for women should be encouraged and supported.

38. Government loans and contracts available to minority businesses should be available to businesses run and owned by women.

39. Women should pool their money to form economic co-ops for businesses.

40. The work week should be shortened to open more jobs for women and to allow men more time to spend in the home.

41. If the private economy cannot provide jobs for all women, the public economy must.

42. A guaranteed income should be adopted which would eliminate and prevent extreme poverty for members of either sex.

Overcoming Self-Denigration

43. Women must redirect their anger away from themselves and other women to the discriminatory laws, politics, and attitudes of our society.

44. All women should recognize their sisterhood with other women.

45. Women in our society have been socialized to accept negative stereotypes and labels.

46. The stereotypes and labels which women are socialized to accept in our society must be examined and overcome.

47. All women regardless of age, economic status, race, or religion should recognize that they share many common problems and injustices.

48. Women must learn to trust each other.

49. Skills of communication between women should be developed.

50. Women should be educated in public speaking, organization, sensitivity, and desexigration techniques.

Marriage and Family

51. Marriage should be an equal partnership with shared economic responsibility.

52. Marriage should be an equal partnership with shared household responsibility.

53. Care of children should be shared equally by both spouses.

54. The economic responsibility for the family should be shared proportionately according to income if both partners work outside the home.

55. If only one partner works outside the home, half the income should by law belong to the other partner.

56. Maternal and paternal leaves of absence should be granted by all institutions without prejudice or loss of job security or seniority.

57. A pamphlet covering the legal rights of both partners and divorce and population statistics should be issued with the marriage license.

58. The Social Security law should be altered to provide separate deductions for employed persons and their dependent spouses in recognition of the fact that the employer receives the services of the household spouse as well as the employed person.

59. Full Social Security payments should continue to children regardless of the remarriage of their parents.

60. A dependent spouse should be guaranteed continued social security coverage regardless of the years of marriage or financial arrangements of the divorce.

61. Upon dissolution of a marriage, the dependent spouse should be guaranteed health and accident insurance by the government.

62. The dependent spouse should be guaranteed government-sponsored retraining for re-entry into the job market.

63. Company pension plans should include coverage when desired for widowers and widows.

64. "End of marriage" insurance should be available for purchase to provide a pension, based on years of service, to an economically dependent spouse.

65. The wife should be able to keep her own name or the husband should be able to take his wife's name, and/or there should be the option of both partners choosing a neutral second name to be used also by the children, or the children should use both the wife's and husband's name.

66. A woman's title should be Ms. without differentiation as to marriage.

67. A woman should use her given first name (not her husband's).

Consciousness-Raising in Media

68. Feminist views should receive equal time on TV and radio.

69. Complaints should be filed with the FCC against unfair media representations of women.

70. Commercials emphasizing a positive image of women should be subsidized and aired as public service announcements.

71. Feminist psychologists and writers should be hired by the producers of programs to help the media present a fair picture of women.

72. Awards similar to Oscars or Emmies should be offered for best yearly progress toward eliminating male-female stereotypes.

73. The media should have more women executives.

74. More women should be seen on news and substantive TV programs.

75. Negative consumer pressure should be placed on companies who use ads which are particularly offensive in their treatment of women.

76. Fair coverage of the women's movement should be encouraged and commanded.

77. Newstands should be picketed to urge boycotts of newspapers which are particularly unfair and biased in regard to their coverage of women and the women's rights movement.

78. Sit-ins should be used to produce desirable changes in the treatment of women by the media.

79. Reporters who write articles which are unfair, dishonest, or snickering toward women or the women's movement should receive no further cooperation from women.

Religion

80. Church bodies should restate theological concepts which contribute to a false view of women.

81. The National Council of Churches should give stronger leadership to efforts to eliminate discrimination against women in society and in the life of the church.

82. The rights of women to be ordained should be recognized in all religious bodies.

83. Personnel policies and practices should be developed that will achieve more adequate representation of women at all levels of the executive staff of the National Council of Churches and its affiliated churches.

84. Women should be included in significant numbers among the planners, leaders, speakers, and participants in all religious conferences.

85. Seminaries have doctrines which perpetuate negative stereotypes of women and support male domination of women.

86. Seminaries should initiate women's studies courses which expose church and other social forces that deny women their basic human dignity.

87. Seminaries should actively recruit, enroll, financially aid, and seek equal placement for women as theological students.

88. Seminaries should actively recruit, employ, and justly promote women theologians and other staff in all departments.

89. Churches should not separate help-wanted ads by sexes in their own publications.

90. The Civil Rights Acts should be amended so that religious groups no longer have legal sanction to discriminate on the basis of sex.

Education

91. Prompt action should be taken to insure that all universities and colleges that are federal contractors end discrimination against women.

92. Female Studies, both curricular and extracurricular, should be established. They should be designed to raise consciousness and expose the biases and ignorance about women, especially in the fields of history, literature, psychology, sociology, and marriage and family.

93. Studies of hiring and other areas of discrimination against women should be instituted.

94. Educational institutions should erase sex discrimination wherever it exists.

Specifically, educational institutions should erase sex discrimination in the following:

95. Admissions
96. Scholarships
97. Fellowships
98. Loans
99. Assistantships
100. Textbooks
101. Guidance counseling
102. Division of students by sex in home economics
103. Division of students by sex in shop courses
104. Division of students by sex in sports
105. Division of students by sex in vocational training
106. Dormitory restrictions
107. Differential conduct on dress codes
108. Part-time attendance policies
109. Policies on marriage, pregnancy, and parenthood of students, faculty, and staff
110. Hiring policies
111. Salaries
112. Tenure rules
113. Nepotism rules
114. Administrative appointments (such as college presidents)
115. Part-time employment policies
116. Provision of role models outside traditional sex role stereotypes
117. Day care for students and employees
118. Availability of library materials in female studies areas
119. Availability of female studies courses, seminars, and colloquia

120. Language must be restructured to reflect a society where women have status equal to men.

LEADERSHIP AND SELF-DEVELOPMENT SCALE

Part I:

Indicate how likely you are to do the following statements. Please use the scale below.

Always 5; Almost always 4; Sometimes 3; Hardly ever 2; Never 1

_____ how likely are you to suggest a new idea

_____ how likely are you to take responsibility for a specific project

_____ how likely are you to carry the project to completion if the group is not willing to help you on a particular project but is willing to support you if you take it on yourself

_____ how likely are you to ignore personality conflicts

_____ how likely are you to set deadlines

_____ how likely are you to try out something you've never done before

_____ how likely are you to understand the relationship consistency between a certain project and the group's goals

_____ how likely are you to delegate authority to other group members in order to get the job done, when you yourself have assumed responsibility for that particular project

_____ how likely are you to compromise your feelings when the group feels the opposite, even if you feel that you are in the right

_____ how likely are you to argue an idea's merits

_____ how likely are you to keep deadlines

_____ how likely are you to say no to a reasonable request someone has made of you

_____ how likely are you to object to an idea even though the group seems to feel the opposite

_____ how likely are you to assume a leadership role, even if you are not the designated leader of the group

_____ how likely are you to itemize a schedule of duties for a group

_____ how likely are you to "think a decision out" before making it

Part II

Indicate your agreement with the following statements. Please use the scale below.

Strongly agree 5; Agree 4; Neutral 3; Disagree 2; Strongly disagree 1

_____ I would rate myself very highly in terms of leadership ability.

_____ It is important to know the specific purposes of a group.

_____ Group commitment is important to decision making.

_____ A good leader delegates more duties than she herself assumes.

_____ I feel confident in a leadership role.

_____ Most effective groups consist of one leader and a number of hard working members.

_____ It is necessary for me to take into account all points of view of a particular problem even if some of the points seem completely out of focus with my group's goals.

_____ It makes for a better group if each individual assumes a certain amount of responsibility in order to get the job done.

_____ It is important for me to know whether or not the group is accomplishing its objectives (even though I have achieved positive results).